In addition to the Arkansas Teaching Standards, teachers with the Ages 3-4 Endorsement, shall demonstrate knowledge and competencies in the following areas:

1. Promoting Child Development and Learning NAEYC: Standard 1	Standard 1 - preparation in early childhood degree programs and grounded in a child development knowledge base by 1.1 Knowing and understanding young children's characteristics and needs, from age three through age four 1.2 Knowing and understanding the multiple influences on early development and learning 1.3 Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. Building Family and Community Relationships NAEYC: Standard 2	Standard 2- preparation in early childhood degree programs and an understanding that successful early childhood education depends upon partnerships with children's families and communities by 2.1 Knowing and understanding diverse family and community characteristics 2.2 Supporting and engaging families and communities through respectful, reciprocal relationships 2.3 Involving families and communities in young children's development and learning
3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC: Standard 3	Standard 3 - preparation in early childhood degree programs and an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals by 3.1 Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3.2 Knowing and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection 3.3 Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities 3.4 Knowing and using assessment partnerships with families and with professional colleagues to build effective learning environments
4. Using Developmentally Effective Approaches NPBEA/ELCC: Standard 4.0	Standard 4 - preparation in early childhood degree programs and an understanding that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur by 4.1 Understanding positive relationships and supportive interactions as the foundation of their work with young

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)
NAEYC= National Association for the Education of Young Children –Standards for Early Childhood Professional Preparation 2009

	children
	4.2 Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
	4.3 Using a broad repertoire of developmentally appropriate teaching /learning approaches
	4.4 Reflecting on own practice to promote positive outcomes for each child
5. Using Content Knowledge to Build Meaningful Curriculum NAEYC: Standard 5	Standard 5 - preparation in early childhood degree programs and use of their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child by 5.1 Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies for age three through four 5.2 Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5.3 Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child
6. Becoming a Professional NAEYC: Standard 6	Standard 6 - preparation in early childhood degree programs and ability to identify and conduct themselves as members of the early childhood profession by 6.1 Knowing about and upholding ethical standards and other early childhood professional guidelines 6.2 Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource 6.3 Integrating knowledgeable, reflective, and critical perspectives on early education 6.4 Engaging in informed advocacy for young children and the early childhood profession
7.Early Childhood Field Experiences	Standard 7 - Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood. 7.1 Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7.2 Opportunities to observe and practice in at least two of the following types of group early education settings serving threes, fours and fives in AR (Head Start, Arkansas Better

	Chance prekindergarten in public school; Arkansas Better Chance prekindergarten in non-public school settings; community based early care and education programs serving typically developing children; community based early care and education programs serving children identified with developmental concerns/atypical development)